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ABSTRACT

Conducted during the summers of 1970 and 1971, this study examined the relationship between the maternal attitudes of Negro mothers towards women's role and their educational aspirations and expectations for their daughters. A random sample of 294 metropolitan and 259 nonmetropolitan black Texas homemakers was used. These homemakers were interviewed by black females. The interview consisted of 8 questions pertaining to their attitudes on women's employment and education roles and their educational aspirations and expectations for their children. The socioeconomic status and age of the homemakers were used as control variables. The following conclusions were drawn: (1) the majority of these homemakers had exceptionally high educational aspirations and expectations for their daughters; (2) there was a positive relationship between acceptance of equalitarian sex roles for women and high expectations for their daughters; (3) metropolitan and nonmetropolitan differences were not apparent in their aspirations and expectations; and (4) the control variables of socioeconomic status and age had little effect on their attitudes. (NQ)

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THE RELATIONSHIP BETWEEN BLACK MOTHERS' ATTITUDES TOWARD SEX ROLES AND THEIR EDUCATIONAL ASPIRATIONS AND EXPECTATIONS FOR THEIR DAUGHTERS

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Paper presented at Rural Sociological Society Annual Meetings, College Park, Maryland. 23-26 August 1973

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Learning theory points to the tremendous impact of authority figures (those who control reinforcement) upon a subject's behavior. Thus, parental pressure and influence becomes an important factor in the behavior of children--simply through such factors as intensity of interaction (for example, initial dependence of the child upon the parent for necessities), duration of interaction and frequency of interaction.

The specific category of parental attitudes (and indirectly, behavior) to be investigated here is the relationship between maternal attitudes toward sex roles and educational aspirations and expectations for daughters. There is, of course, no claim that a child's action is a direct result of either his or his mother's aspirations and expectations, but evidence does point toward parental expectation as one extremely important component of educational decisions and actions (Bordua 1960 and Cohen 1965) and that parental encouragement is positively associated with educational expectations (or aspirations) of their children (Rehberg & Westby, 1967). Recent literature concerning significant others indicates that one of the best (one of three) predictors of educational aspirations is the educational expectations of significant others (Haller & Woelfel, 1972), and that parents are particularly influential significant others (mother ranking first in influence to the daughter and second to the son, overall) Woelfel, 1972. This power or influence aspect would seem consistent with learning theory findings that boys and girls imitate the adult with the greatest resources (Bandura, Ross and

Rose, 1963). In most cases, parents would assume this position simply through their constant presence. Thus in examining the mother's expectations for daughters, we have tapped a particularly important influence in the life of the child.

The societal "problem" this paper centers upon is perpetuation of expectation differentiation (here called discrimination [1]) via the diffuse status characteristic of sex. We have much evidence that this discrimination does exist educationally, occupationally, and in other expectation states (Goldberg, 1970, Strodtbeck, James and Hawkins, 1957 and Strodtbeck and Mann, 1956 Ferriss, 1971). And with data available for this paper, there is an opportunity to look for a possible link in the perpetuation of this discrimination--parents. Bordua, 1960, found a hint of this parental perpetuation scheme by discovering that when a condition of high parental stress on college is maintained, women do enter colleges at a higher rate than men, a reversal of all other parental stress conditions studied.

In this paper, we can investigate how maternal attitudes toward women's roles affect expectations for daughters. Specifically, the hypothesis to be tested is:

Mothers with high acceptance of equalitarian sex roles will have higher educational aspirations and expectations for their daughters than those mothers who demonstrate low acceptance of equalitarian sex roles.

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[1] "Discrimination" is not necessarily a pejorative term. It is used herein as meaning the generalized expectations ego holds for other based on an external status characteristic. This status determines observable power and prestige in task groups whether or not it is related to the actual task. See Berger et al. 1972.

There is apparently little literature that directly pertains to the linkage of sex-role attitudes to parental aspiration and expectations. In fact, it appears that very little has been written in this area at all. Available evidence suggests that parental aspiration and expectation are fairly uniformly high. Kandel, 1961, found that black mothers have consistently higher educational aspirations for their children than white mothers and that these aspirations are not affected by the structural nature of the family (broken, intact, etc.) or socioeconomic status. On the other hand, Bell, 1965 found that relative socioeconomic status (that is a breakdown of SES within a general socio-economic class) did make a difference in mothers' aspirations for children. Using education and number of children as the index of relative SES, he found that those mothers having a high SES had higher aspirations than those having a low SES.

In quite a different vein, as a test of reference theory, Lorenz, 1972, found that parents (black or white) having wealthy friends and relatives were more likely to have higher aspirations and expectations for their children than those who did not have wealthy friends or relatives.

In relating this study to the literature, we have several opportunities to "tie in". Firstly, there is the opportunity to discover whether the black mothers in our sample do indeed have high aspirations and expectations (although we do not have a white comparison). Secondly, there is the opportunity to determine if aspirations and expectations vary within an index of relative SES as Bell indicates. There is also the opportunity to investigate the relationship between attitudes and expectations with these other factors.

METHODS

Description of Sample

The information for this analysis comes from a larger study structured to investigate Texas black families (this was, in turn, part of an interstate study, NC-90, which was founded on the intent to investigate families in poverty). One East Texas county (not near a metropolitan area) was chosen as "traditionally southern" and within this county all criteria respondents in two all-black open country villages, and in a town of about 5,000 were interviewed.

A metropolitan sample was obtained from the fifth ward of Houston in which 50% of the homes were randomly selected and then checked for criteria application. Criteria for both metropolitan and nonmetropolitan samples was fourfold: 1) At least one child under 18 years of age lived in the household, 2) A female homemaker normally resided in the home, 3) The female homemaker mainly responsible for caring for the home was under 65 years of age, 4) The female homemaker mainly responsible for caring for the home was over 18, unless the actual mother of a child living in the household.

Interviews were conducted during the summers of 1970 (nonmetropolitan) and 1971 (metropolitan). These interviews were given by black female interviewers who did not previously know the respondents. The overall respondence rate of eligible homemakers was about 95% (nonmetropolitan n=259, metropolitan n=294).

Basic measurement

The instrument items utilized are shown in Appendix A. Any categorizations will be described in the body of the paper.

Operationalization of attitudes toward the role of women in employment and education is a major consideration within this paper. No pre-tested "sex-role scale" was incorporated within NC-90, but several questions were administered that give information about attitudes toward sex roles. The five questions to be utilized in this paper are as follows (in Likert form):

34. It is a good idea to have more women as bosses on the job.

36. It is more important for a boy to get an education beyond high school than for a girl.

44. It is important for a girl to get an education beyond high school.

46. It is all right for women to hold jobs which are usually men's jobs.

49. It is all right for a woman to work outside the home just because she likes to.

The questions in themselves are useful in a descriptive sense. If they should scale, however, explanatory power might be increased in that the questions could be viewed as a unit and interval level measurement could be employed.

In order to test the feasibility of employing the questions as a scale, internal reliability and validity were tested by use of Bohrnstedt's "Quick Method for Determining the Reliability and Validity of Multiple Item Scales. Answers to the Likert-type scale were trichotomized (Agree, Disagree and Don't Know) for the correlation matrix and subsequent covariance matrix. When the questions were separated into their two composites, education and employment, they were found to have a .14 correlation to each other.

In item analysis, the correlation for each question to the entire score (with its own bias removed) was:

q. 34: .15

q. 36: .16

q. 44: .03

q. 46: .10

q. 49: .10

Finally, alpha, a reliability estimate, was computed for each of the composites: education (question 36 and 44): .10, employment (questions 34, 46 and 49): .17. (For all calculations, see Appendix B).

There thus appears no justification for using these questions as a scale. Correlations are altogether too low. Therefore, the questions will be viewed separately throughout this paper.

PRELIMINARY ANALYSIS

Educational Aspirations and Expectations

As can be seen from Table 1, the aspirations of both metropolitan and nonmetropolitan respondents are extremely high with the overwhelming number of homemakers responding that they wished their daughter to graduate from college. This high parental aspiration level finds support from Bell 1965 and Kandel, 1961. As would be anticipated, expectations are somewhat lower for both groups, butthey are still amazingly high considering actual attainment of black females (Ferriss,1971). Just about half of both the metropolitan and nonmetropolitan expect that their daughters will graduate from college.

Table 1. Educational Aspirations and Expectations of Black Homemakers for Their Daughters

	Quit School		High School Graduate		High School + Vocational		Junior College		College Graduate		No Daughters
METROPOLITAN (N=294)	f.	%	f.	%	f.	%	f.	%	f.	%	f.
Aspirations	0	0	15	6	13	5	7	3	208	87	49
Expectations	2	1	52	21	40	16	5	2	146	60	49
No Information = 2											
NONMETROPOLITAN (N=259)											
Aspirations	0	0	4	2	2	1	0	0	201	97	49
Expectations	3	1	65	31	3	1	4	2	131	63	49
No Information = 3											

(Due to rounding, percentages may not add to 100)

It can be seen that the general patterns are not very different in the urban vs. rural setting except for the response to vocational school. Urban homemakers saw vocational school as an important expectation option while the rural homemakers did not--a response most likely influenced by lack of communication and access in the rural areas in regard to vocational schools.

Since aspirations are uniformly high and therefore have little discriminatory value, part of the original hypothesis is falsified--that is the portion concerned with aspirations. Aspirations are high regardless of other factors. The rest of the paper will deal with maternal expectations and will attempt to test the remainder of the hypothesis:

> Mothers with high acceptance of equalitarian sex roles will have higher expectations for their daughters than those mothers who demonstrate low acceptance of equalitarian sex roles.

Control Variables

SES and age are used as control variables. The SES measure used is a trichotomy based upon education of the homemaker and a NC-90 poverty index.[2] Note that the SES rating is relative to the samples involved, and that both the education and income level are low. (Table 2) As discussed before, Bell did find that relative SES did have impact upon the aspirations of the homemaker for her children. It would appear that this particular

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[2]A poverty threshold was calculated for each family, taking into account special income needs of the household members, proportion of past yeat members who resided in the household, and a consumer price index for the particular region of the U.S. and the year of the study. The Poverty Index was determined by dividing the family's income by the poverty threshold.

Table 2(a) SES Classification - Nonmetropolitan Sample (N-259)

Family Poverty Index	Number of Years Schooling Completed by Homemaker								
	8 or less		SES	9-11		SES	High School and Over		SES
	f.	%		f.	%		f.	%	
99 or below	45	17	1	30	12	2	25	10	2
100 - 199	27	10	1	45	17	2	47	18	3
200 and over	7	3	2	8	3	2	25	10	3

2(b)

SES Distribution		
SES Level	f.	%
1	72	27
2	115	46
3	72	27

Table 2(c) SES Classification - Metropolitan Sample (N=294)

Family Poverty Index	Number of Years Schooling Completed by Homemaker								
	8 or less		SES	9-11		SES	High School and Over		SES
	f.	%		f.	%		f.	%	
99 or below	40	13	1	63	21	2	36	12	2
100-199	19	6	1	45	15	2	47	16	3
200 and over	8	3	2	13	4	2	23	8	3

2(d)

SES Distribution		
SES Level	f.	%
1	59	19
2	165	57
3	70	24

Table 3. The Relationship Between SES and Expectations

Metropolitan

Expectations	SES 1 f.	SES 1 %	SES 2 f.	SES 2 %	SES 3 f.	SES 3 %
Hi	23	48	90	68	48	79
Lo	25	52	42	32	13	21
Total	48		132		61	

$X^2 = 21.71$ $P<.05$

Nonmetropolitan

Expectations	SES 1 f.	SES 1 %	SES 2 f.	SES 2 %	SES 3 f.	SES 3 %
Hi	27	55	60	62	48	81
Lo	22	45	36	38	11	19
Total	49		96		59	

$X^2 = 9.6$ $P<.05$

Table 4. Relationship Between Age and Expectations

Nonmetropolitan Sample

Expectations	Age: Old f.	Old %	Young f.	Young %
Hi	74	71	75	60
Low	30	29	30	40
Total	104		105	

X^2 not significant at .05 level.

Metropolitan Sample

Expectations	Age: Old f.	Old %	Young f.	Young %
Hi	82	57	57	69
Low	61	43	32	31
Total	143		89	

X^2 not significant at the .05 level.

classification is functional in that the frequency distributions for both populations is quite similar to normal distribution. Table 3 indicates expectations relative to SES. As the SES level rises, high expectations for daughters rise substantially. Notice that whereas about one out of two of the SES 1 respondents have high expectations, about four out of five of the SES 3 respondents have high expectations.

Age is also used as a control. Although it has not been utilized in previous parental aspiration-expectations studies, it is thought to be useful here because of age impact upon at least three important porcesses--time of initial attitude formation, experience with the actual world, and age of family. For consolidation purposes, age was divided into two categories: under 35 (young) and over 35 (old). Table 4 demonstrates the relationship between age and expectations. The relationship is not statistically significant in either sample, nor is the directionality of response consistent. Thus, it would seem that age makes little difference in the expectation level. It will be retained for analysis however, because of the possible relationship to attitudinal items.

ANALYSIS

Attitudes toward Sex Roles and Expectations for Daughters

In order to view how expectations and attitudes toward the sex role questions relate, frequency tables for each question were computed (Appendix C) and then consolidated into Table 5. Expectations were dichotomized into High (junior College and College) and Lo (anything below junior college). This dichotomy seems reasonable in that Table 1 suggests such a break. The results of these tables

Table 5.- Equalitarian Responses to Questions and Educational Expectations for Daughters

(In percentages)

		Nonmetropolitan Sample	Metropolitan Sample
Q. 34."It is a good idea to have more women as bosses on the job."	Hi	51	30
	Lo	37	26
Q. 36."It is more important for a boy to get an education beyond high school than for a girl" (disagree responses labeled equalitarian)	Hi	42	67
	Lo	63	43
Q. 44."It is important for a girl to get an education beyond high school."	Hi	94	94
	Lo	90	93
Q. 46."It is all right for women to hold jobs which are men's jobs."	Hi	66	56
	Lo	57	62
Q. 49."It is all right for a woman to work outisde the home just because she likes to."	Hi	66	57
	Lo	68	60

will be discussed briefly and then discussed more fully when the controls of SES and age have been instituted.

Response to question 34 appears puzzling. In the metropolitan data an overwhelming majority (almost three out of four) of the respondents did not agree that it was a "good idea to have more women as bosses on the job." This negative reaction was constant regardless of level of expectation for daughter. The nonmetropolitan respondents were similar in their general negative reaction except that those with high expectations were almost evenly split in their agreement and disagreement.

Question 36, "It is more important for a boy to get an education beyond high school than a girl." appears to be a good discriminatory question in both samples in that those respondents with high and low expectations are clearly differentiated. However, in the nonmetropolitan sample, results are just opposite of the metropolitan, with those with low expectations responding negatively and those with high expectations responding positively, an unexpected residential twist.

It appears that question 44 is a tap of so general a value that almost everyone can agree to the statement ("It is important for a girl to get an education beyond high school.") In combination with question 36, the responses indicate that education for everyone is considered good, but about half feel it to be more important for men than women.

Questions 46, "It is all right for women to hold jobs which are usually men's jobs," appears to be an ambiguous one. Questions 49, "It is all right for a woman to work outside the home just because she likes to," also appears to have little discriminatory value in either sample.

Analysis with Controls--Attitudes toward Sex Roles and Expectations for Daughters

Looking at question 34, now that controls have been applied, it can be seen that SES and age do not seem to play a decisive role in the outcome. In the metropolitan data, the response pattern is still fairly consistent indicating that the control variables have little consistent relationship to the general disagreement with putting more women bosses on the job. Even expectations did not have a great affect, although the directionality of agreement is generally as hypothesized. Expectations more clearly distinguish agreement in the nonmetropolitan sample, with those with high expectations being more willing to accept the idea of women as bosses (with the exception of the Young in SES 1 and 3 where expectation did not make a difference and disagreement was quite strong--similar to the response in the metropolitan sample). The difference in the two samples may be a function of the job situation in the different areas, and consequently the differential impact of the black employment delimma whereby black women have usually been able to obtain jobs more easily than men. That is, the delimma situation would most likely be more intense in the urban area.

Age and SES also do not seem to affect the relationship between attitudes and expectation in question 36. The results of the metropolitan sample directly support the hypothesis and suggests that those parents with an equalitarian educational outlook expect and encourage their daughters to go to college. The nonmetropolitan response is puzzling, for those with high expectations for their daughters agree to a greater extent than those with low expectations, that it is more important for a boy to get an education beyond high school than for a girl.

Table 6.- Equalitarian Responses to Attitude Questions by Educational Expectations Controlled by Age and SES (in percentages)

		Nonmetropolitan						Metropolitan					
		SES 1		SES 2		SES 3		SES 1		SES 2		SES 3	
		Old	Young	Old	Young	Old	Young	Old	Young	Old	Young	Old	Young
Q. 34-"It is a good idea to have more women as bosses on the job."	Hi	69	13	42	60	82	35	47	0	33	24	31	29
	Lo	32	25	38	38	43	50	35	20	26	16	50	17
number or respondents		35	12	46	43	24	30	37	11	82	57	17	30
Q. 36-"It is more important for a boy to get an education beyond high school than for a girl."	Hi	12	33	36	43	50	67	56	67	65	79	69	56
	Lo	42	75	33	75	100	75	45	20	46	42	40	43
number of respondents		36	13	48	43	27	30	36	11	87	57	18	32

Table 6.- Equalitarian Responses to Attitude Questions by Educational Expectations Controlled by Age and SES (in percentages)

		Nonmetropolitan						Metropolitan					
		SES 1		SES 2		SES 3		SES 1		SES 2		SES 3	
		Old	Young	Old	Young	Old	Young	Old	Young	Old	Young	Old	Young
Q. 44-"It is important for a girl to get an education beyond high school."	Hi	100	100	97	87	95	89	94	100	98	95	92	88
	Lo	94	100	86	86	100	75	95	100	89	89	100	100
number of respondents		35	14	51	45	27	32	37	11	89	56	18	33
Q. 46-"It is all right for women to hold jobs which are men's jobs."	Hi	67	60	62	73	68	68	56	67	61	34	62	76
	Lo	70	67	50	55	43	50	65	100	57	65	60	50
number of respondents		35	13	46	44	26	32	36	11	88	55	18	33
Q. 49-"It is all right for a woman to work outside the home just because she likes to."	Hi	56	67	74	65	79	52	47	67	59	63	46	56
	Lo	70	25	79	77	43	50	70	20	62	67	40	50
number of respondents		36	13	49	45	26	31	37	11	88	56	18	33

Question 46, "It is all right for women to hold jobs that are men's jobs" appears to support the hypothesis as far as general direction of responses. Although the differentiation between mothers with high expectation is not great, the pattern is fairly consistent (with the exception of "SES 2 Young" in the metropolitan data). Note that metropolitan agreement to this question is much higher than agreement to question 34-"It is a good idea to have more women as bosses on the job." This indicates that what the metropolitan respondents dislike most is the idea of a women being more influential upon the job than a man. Again, it would appear that this response could be attributed to the black delimma situation.

In question 49, SES in an unusual way, appears to be an influencing variable. In both samples, those with low SES (1) were differentiated on the basis of expectation: those who are young in one manner and those who are old in another. The older homemakers with high expectations did not agree to the extent that those with low expectations did that it was "all right for a woman to work outside the home just because she wanted to." For those who are young, more respondents with high expectations agreed that the work was acceptable than those with low expectations. This somewhat strange pattern is apparent in both samples. The other SES and age categories indicated very little differentiation based on expectation (the exception to this is "SES 3 Old" category in the nonmetropolitan sample where attitude clearly differentiates expectation).

CONCLUSIONS

This investigation has a number of limitations which must be recalled when interpreting results. One of these limitations rests with the lack of a random sample--a problem which does not allow generalization of results to the entire black population of homemakers. Another problem involves the lack of scalable attitudinal data, which concerns determining whether what is intended to be measured (attitudes toward sex roles) is actually being measured. Other limitations lie in the lack of literature concerning parental aspirations and expectations (for themselves or their children) and the lack of theory providing direction.

With these limitations in mind, the following conclusions are drawn from this research:

1. Parental Aspirations and Expectations for Daughters Educational Attainment

a. The overwhelming majority of black homemakers had exceptionally high educational aspirations for their daughters

b. Although expectations were not as overwhelmingly high as aspirations, they too were exceptionally high

c. As level of relative SES rises, the proportion of respondents with high expectations for daughter increases

d. Age appears to have little effect upon expectations

e. Metropolitan-Nonmetropolitan differences are not apparent in educational aspirations and expectations, except that metropolitan respondents viewed vocational school as an acceptable expectation option.

2. Sex Role Attitudes and Parental Education Expectations for Daughters

a. Generally, it appears that there is a positive relationship between acceptance of equalitarian sex roles for women and high expectations for daughter.

This is apparent in most of the questions but not all.

b. Age does appear to have scattered effects on attitudes, but the effect does not appear to be strong.

c. Relative SES appears to have very little effect upon the relationship between attitude items and expectations.

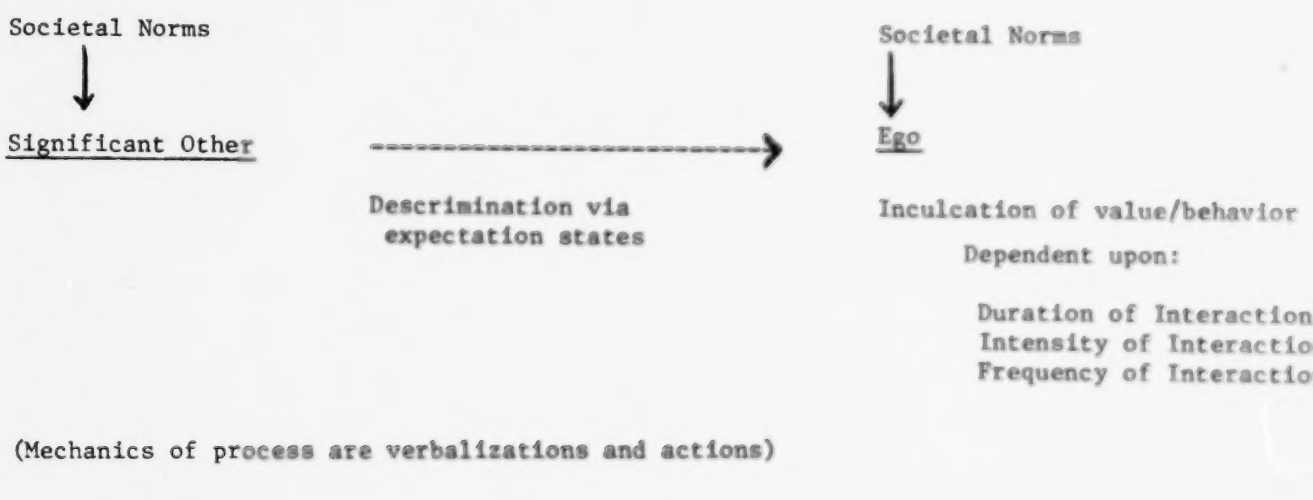
d. There does appear to be a distinct difference between nonmetropolitan and metropolitan responses in several instances. The different response set related to jobs is thought to relate to the different patterns in urban and rural job markets.

INTERPRETATION

Bearing in mind the limitations previously cited, some inferences can be drawn which tie this study into previous studies and previous theoretical conceptualizations. Firstly, the high level of parental aspiration and expectation supports the findings of such studies as Bell, 1965 and Kandel, 1961. Black mothers do seem to have exceptionally high educational aspirations and expectations for their children. Secondly, the findings concerning relative SES differ from the relationship posited by Bell (that is, that those black mothers with high relative SES had higher educational aspiration for their children than those with low relative SES). Instead, this research indicates that aspiration is very high regardless of any other factors. However, what did very greatly by relative SES was educational expectations for daughters. This extreme variance within a "lower class" sample points to the general utility of using a relative SES measure. Age, on the other hand, appears to have little effect upon expectations.

Theoretically, it would seem that a linkage of theoretical positions is possible, specifically that of occupational attainment research, that of status characteristics and expectation states, and that of observational learning research.

Theory sketches concerning significant others and subsequent research (Kuvlesky, 1970, Sewell, Haller & Portes, 1969, Sewell, Haller & Ohlendorf, 1970, Haller & Woefel, 1972, and Woefel, 1972) do indicate the importance of the significant other in ego's attainment process, but as of yet, the mechanics of the influence is not well researched. The data herein would seem to indicate that one of the inputs of this influencing process (expectations) are attitudes--in this particular case, attitudes toward sex roles. What this study also indicates (in a tentative fashion) is the possible extension of the Berger et al. "expectations via diffuse status characteristics" model to many types of situations. The situation this paper specifically addresses is the family. The Cohen and Roper (1972) empirical test and addition to the Berger et al. model indicates that ego is strongly affected by both significant others and societal expectations (a point also made by many others including Mead and Merton). This would seem to give further credence to the parental perpetuation of sexual discrimination scheme. Diagrammatically, this could be shown as:



(Mechanics of process are verbalizations and actions)

Bandura's work concerning observational learning lends support to the "inculcation of values or behaviors" from SO to Ego. Through numerous studies "it would appear that to a large extent variables similar to those found to influence verbal learning will apply to learning by observation (e.g. proactive and retroactive interference, complexity of materials to be learned, etc.). Additionally, motivating and rewarding variables seem importantly involved in whether imitative responses will be performed once they are learned." (Hilgard and Bower, 1966: 537). Certainly parents have a large control over reinforcement and by their presence supply a constant model. Thus parental influence and expectations become exceedingly important.

The data presented here is not strong enough to point with certainty toward a parental perpetuation scheme, but it does seem to support it. Other research is necessary before any firm conclusions can be drawn concerning SO's relationship to Ego. The findings of the present paper indicates that the following areas would be fruitful for investigation:

1. Examination of parental expectation differentiation between daughters and sons

2. Information from a larger battery of attitude test items

3. Examination of factors that seem to change the relationship between attitudes and expectations (such as urban or rural residence)

4. Examination of Ego's attitudes and actions in relation to SO's attitudes and actions

5. Examination of the effect of attitudes on behavior--this if, of course, a problem of tremendous scope, but it presents a significant problem in all attitudinal studies--To what extent do attitudes affect behavior?

Lacking a more well developed literature and frame of reference within which to include this work, the present paper has intended to be an exploratory one which can serve as a directional research device. At present, the author is exploring the first three of the research suggestions, but is is obvious that much more research is needed in order to provide support or contradiction to the parental perpetuation of sexual discrimination scheme.

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APPENDIX A

Research Instruments (not described in text)

We would like to know a little about your desires for your children still under 18.

a. Educational Aspirations for children

How much schooling would you most desire your sons and/or daughters to have?

1. Quit school before graduating
2. Graduate from high school
3. High school + vocational training
4. Junior college
5. Graduate from college

b. Educational Expectations for children

How much schooling do you really think they will be able to get, considering everything?

APPENDIX B

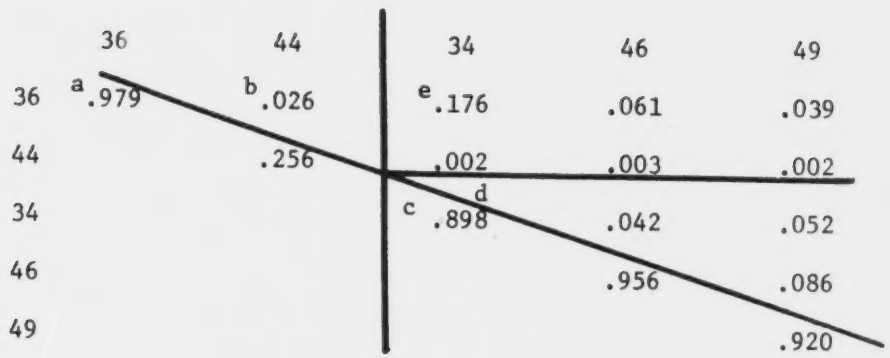
Bohrnstedt cites DuBois (1965) formula for r_{xy} or the correlation between composites as:

$$r_{xy} = \frac{\sum_{i=1}^{m_1} \sum_{k=m_1+1}^{m_2} \sigma_i \sigma_k r_{ik}}{\sqrt{\sum_{1}^{m_1} \sigma^2 + 2 \sum_{i<j}^{m_1 m_1} \sum \sigma_i \sigma_j r_{ij}} \sqrt{\sum_{k}^{m_2} \sigma^2 + 2 \sum_{k<l}^{m_2 m_2} \sum \sigma_k \sigma_l r_{kl}}}$$

(a)

Using the covariance matrix, and the labeled blocks this formula becomes transformed to:

$$r_{xy} = \frac{e}{\sqrt{a+2b}\ \sqrt{c+2d}}$$



$$\frac{.28}{\sqrt{1.24 + .06} \quad \sqrt{2.77 = 36}}$$

a = 1.24

b = .026

c = 2.77

d = .18

e = .28

$$\frac{.28}{\sqrt{1.30} \quad \sqrt{3.13}}$$

$$\frac{.28}{1.14 \times 1.77}$$

$$\frac{.28}{2.02} = .14$$

Item to Total Correlations

In order to determine how well each item correlates with the entire score one can use the same formula that was used to determine the correlation between two composites. This formula allows accurate correlations without contamination of the item under investigation. For example, the corrected item-to-total correlation of item 36 with the sum of items 44, 34, 46, and 49 is:

	36	44	34	46	49
36	a .979	e .026	.176	.061	.039
44		c .256	d .002	.003	.002
34			.898	.042	.052
46				.956	.086
49					.920

$$r_{xy} = \frac{e}{\sqrt{a+2b}\ \sqrt{c+2d}}$$

a = .302

b = Null

c = 3.03

d = .19

e = .302

$$\frac{.302}{\sqrt{.979}\ \sqrt{3.03 + 38}}$$

$$\frac{.302}{.989 \times 1.85}$$

$$\frac{.30}{1.83} = .16$$

	34	36	44	46	49
34	a .898	e .176	.002	.042	.052
36		c .979	d .026	.061	.039
44			.256	.003	.002
46				.956	.086
49					.920

$$r_{xy} = \frac{e}{\sqrt{a+2b}\ \sqrt{c+2d}}$$

a = .898

b = Null

c = 3.11

d = .22

e = .27

$$\frac{.27}{\sqrt{.898}\ \sqrt{3.11 + .44}}$$

$$\frac{.27}{.95 \times 1.88}$$

$$\frac{.29}{1.79} = .15$$

	44	36	34	46	49
44	a .256	e .026	.002	.003	.002
36		c .979	d .176	.061	.039
34			.898	.042	.052
46				.956	.086
49					.920

$$r_{xy} = \frac{.03}{\sqrt{.26}\ \sqrt{3.75 + .92}}$$

a = .26

b = Null

c = 3.75

d = .46

e = .033

$$\frac{.03}{\sqrt{.26}\ \sqrt{4.67}}$$

$$\frac{.03}{.51 \times 2.16}$$

$$\frac{.03}{1.10} = .03$$

	46	36	44	34	49
46	a .956	e .061	.003	.042	.086
36		c .979	d .026	.176	.039
44			.256	.002	.002
34				.898	.052
49					.920

$$r_{xy} = \frac{.19}{\sqrt{.96}\ \sqrt{3.05 + .60}}$$

a = .96

b = Null

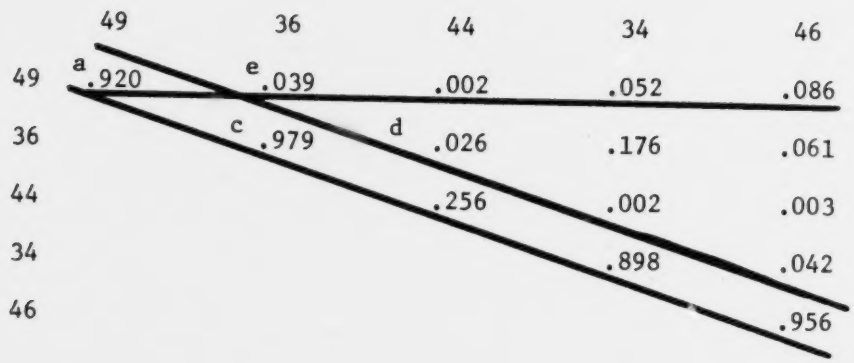
c = 3.05

d = .30

e = .19

$$\frac{.19}{.98 \times 1.91}$$

$$\frac{.19}{1.87} = .10$$



$$r_{xy} = \frac{e}{\sqrt{a+2b}\ \sqrt{c+2d}}$$

a = .920

b = Null

c = 3.09

d = .31

e = .18

$$\frac{.18}{\sqrt{.926}\ \sqrt{3.09 + .62}}$$

$$\frac{.18}{.96 \times 1.93}$$

$$\frac{.18}{1.85} = .10$$

Internal Consistency Reliability

Bohrnstedt notes that alpha α , an internal consistency measure can be computed from the covariance matrix (although the formula is not directly derived from the algebra of variances and covariances). The formula for alpha as described by Cronbach (1951) and Lord and Novick (1968) is:

$$\alpha = \frac{k}{k-1}\left[\frac{1-\sum_{i=1}^{k}\sigma_i^2}{\sum_{i=1}^{k}\sigma_i^2 + 2\sum_{i<j} C(V_i V_j)}\right]$$

k = the number of items in the composite measures

(d)

This formula may be reduced to:

$$\alpha = \frac{k}{k-1}\left[1 - \frac{a}{a+2b}\right]$$

Alpha for items 36 & 44 (education) would be:

$$\alpha = \frac{2}{1}\left[1 - \frac{1.24}{1.24 + .06}\right] = \frac{2}{1}\left[1 - \frac{1.24}{1.30}\right] = \frac{2}{1} \times .05 = .10$$

Alpha for items, 34, 46, & 49 (employment) would be:

$$\alpha = \frac{3}{2}\left[1 - \frac{2.77}{2.77 + .36}\right] = \frac{3}{2}\left[1 - \frac{2.77}{3.13}\right] = \frac{3}{2} \times .11 = .17$$

APPENDIX C-Frequency & Percentage Responses

The Relationship between sex-role attitudes and educational expectations for daughter

TABLE 1-Nonmetropolitan Sample

Q. 34.-"It is a good idea to have more women on the job."

Educational Expectations for Daughter

		Quit School		H. Sch. Grad.		H. Sch.+ Voc.		Junior College		College Grad.		No Daughter	
		f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Agree	1	0	0	5	8	1	33	0	0	37	28	9	1
	2	2	67	17	26	0	0	0	0	25	19	11	22
	3	1	33	2	3	0	0	1	25	12	9	1	2
	4	0	0	20	31	0	0	1	25	17	13	11	22
Disagree	5	0	0	21	32	2	67	2	50	40	31	17	35
	Total	3		65		3		4		131		49	

No Info-3

(Due to rounding, percentages may not add up to 100).

TABLE 1-Metropolitan Sample

Q. 34.-"It is a good idea to have more women on the job."

Educational Expectations for Daughter

		Quit School		H.Sch. Grad.		H.Sch. + Voc.		Junior College		College Grad.		No Daughter	
		f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Agree	1	1	50	7	14	3	8	1	20	21	14	2	4
	2	0	0	6	12	6	15	0	0	22	15	11	23
	3	0	0	4	8	1	3	0	0	5	3	2	4
	4	0	0	16	31	12	30	2	40	38	26	11	23
Disagree	5	1	50	18	35	18	45	2	40	60	41	22	46
	Total	2		51		40		5		146		48	

(Due to rounding, percentages may not add up to 100)

TABLE 2-Nonmetropolitan Sample

Q. 36.-"It is more important for a boy to get an education beyond high school than for a girl."

Educational Expectations for Daughter

		Quit School		H. Sch. Grad.		H. Sch. + Voc.		Junior College		College Grad.		No Daughter	
		f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Disagree	1	2	67	25	38	1	33	3	75	37	28	18	37
	2	0	0	12	18	0	0	1	25	15	11	8	16
	3	0	00	5	8	0	0	0	0	3	2	0	0
	4	0	0	10	15	0	0	0	0	23	18	7	14
Agree	5	1	33	13	20	2	67	0	0	53	40	16	33
	Total	3		65		3		4		131		49	

No info-4

(Due to rounding, percentages may not add to 100).

TABLE 3-Nonmetropolitan Sample

Q. 44.-"It is important for a girl to get an education beyond high school."

Educational Expectations for Daughter

		Quit School		H. Sch. Grad.		H. Sch. + Voc.		Junior College		College Grad.		No Daughter	
		f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Agree	1	2	67	35	54	2	67	2	50	112	85	40	82
	2	1	33	22	34	0	0	2	50	11	8	7	14
	3	0	0	1	2	1	33	0	0	0	0	0	0
	4	0	0	6	9	0	0	0	0	3	2	2	4
Disagree	5	0	0	1	2	0	0	0	0	5	4	0	0
Total		3		65		3		4		131		49	

No Info-4

(Due to rounding, percentages may not add to 100).

TABLE 4-Nonmetropolitan Sample

Q. 46-"It is all right for women to hold jobs which are men's Jobs."

Educational Expectations for Daughter

		Quit School		H. Sch. Grad.		H. Sch. + Voc.		Junior College		College Grad.		No Daughter	
		f	%	f.	%	f.	%	f.	%	f.	%	f.	%
Agree	1	0	0	9	14	1	33	1	25	53	41	13	27
	2	1	33	27	42	1	33	1	25	30	23	11	22
	3	1	33	2	3	0	0	0	0	6	5	0	0
	4	1	33	16	25	1	33	2	50	6	5	12	24
Disagree	5	0	0	11	17	0	0	0	0	35	27	13	27
Total		3		65		3		4		130		49	

No Info-4

(Due to rounding, percentages may not add to 100).

TABLE 5-Nonmetropolitan Sample

Q. 49.-"It is all right for a woman to work outside the home just because she likes to."

Educational Expectations for Daughter

		Quit School		H. Sch. Grad.		H. Sch. + Voc.		Junior College		College Grad.		No Daughter	
		f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Agree	1	1	33	20	31	3	100	3	75	59	45	18	37
	2	1	33	23	35	0	0	0	0	23	18	12	24
	3	0	0	0	0	0	0	0	0	6	5	1	2
	4	0	0	14	22	0	0	0	0	11	8	6	12
Disagree	5	1	33	8	12	0	0	1	25	32	24	12	24
Total		3		65		3		4		131		49	

No Info-4

(Due to rounding, percentages may not add to 100).